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ABSTRACT

The 72 citations in this annotated bibliography were used in designing a course to help undergraduate students understand the nature of reading processes in secondary school subject areas. The citations are listed under the following topic headings: teacher preparation, specific subject strategies, the content teacher's responsibility, literacy and competency, reading problems of secondary school students, secondary school reading programs, secondary school students' reading skills, secondary school reading textbooks for teacher preparation, and skill materials for secondary school students. An alphabetical listing of the references is included. (RL)

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Annotated Bibliography on Secondary Reading Resource for Teacher Preparation

by

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ANNOTATED BIBLIOGRAPHY ON SECONDARY READING

Content Area Reading: Teacher Preparation

Campbell, J. J. Staff development for content teachers: An ice breaker. Reading World, 1978, 17, 205-209.

Campbell states that the real task is to ease content teachers into integrating reading skill instruction with content offerings. Suggestions are given for inservice development using the teacher's own text as a starting point. Strategies are given for text overview, unit overview, and chapter overview.

Clary, L. M. How well do you teach critical reading? The Reading Teacher, 1977, 31, 142-146.

The author presents a self rating scale on practices in the teaching of critical reading. Critical thinking is viewed as questioning, problem solving, and attitude formation. Practical activities such as comparing biographies to biographical fiction, teaching hypothesizing, and studying semantics in newspapers are given.

Dishner, E. K. & Readence, J.E. Getting started: Using the textbook diagnostically. Reading World, 1977, 17, 36-43.

The author contends that reading resource persons should acquaint content area teachers with evaluative procedures. The suggested procedures may be used with a group of students. The use of the area textbook is emphasized. A GIRI (Group Informal Reading Inventory) is described. The inventory contains measurement of the student's ability to use the parts of a textbook and to read a

selection with attention to the main idea, details, and conclusions.

Hansell, T. S. Increasing understanding in content reading. Journal of Reading, 1976, 19, 307-310.

Reading activities are described to assist textbook reading. The author suggests prereading assignments to identify major concepts, to mentally outline, and to identify the author's organization. The use of key questions to organize student thinking, information from study aids, and situations for the application of concepts are emphasized.

Harker, W. J. Selecting instructional materials for content area reading. Journal of Reading, 1978, 21, 126-130.

Harker evaluates five criteria commonly used in the selection of instructional materials. They are readability, concept load, background information, organization, and format and style. A detailed example is given based upon an eighth grade Social Studies textbook.

Kauchak, D., Eggen, P., & Knollman, P. Mathemagenic behaviors: Implications for the classroom teacher. Reading Improvement, 1978, 15, 60-64.

Mathemagenic behaviors are keyed to specific instructional objectives and situations. The authors discuss the use of adjunct aids or cues to increase reading effectiveness. Questions placed before and after reading material are evaluated for their effectiveness. The authors conclude that questions placed after the reading material have an effect on both specific and general comprehension. Suggestions are given as to desirable types of

objectives and feedback procedures.

Koenke, K. Teaching reading in the content areas. Journal of Reading, 1978, 21, 460-462.

Koenke presents a review of materials from ERIC/RCS resources. He describes the Reading Effectiveness Program for Middle, Junior, and Secondary School Guide prepared by the Indiana State Department of Public Instruction. The most crucial tasks for content teachers are defined as knowing student reading levels, introducing the textbook, making clear assignments, encouraging wide reading, and grouping for instruction.

Palmer, W. S. Teaching reading in content areas. Journal of Reading, 1975, 19, 43-51.

Palmer argues against the reliance solely upon the reading specialist and prepackaged materials or machines to improve reading skills. Content area teachers should involve the student in the unique structure of language present in their discipline. Opportunity should be give to use common knowledge about language, verbalizing, and writing to enhance understandings of concepts.

Rieck, B. J. How content teachers telegraph messages against reading. Journal of Reading, 1977, 20, 646-648.

Thirty-four secondary teachers and three hundred students were questioned about reading practices. Most teachers indicated that reading was required in their classes. One/third of the teachers had noticed reading problems in their students. Twenty of the teachers felt that students read assignments and liked to read.

However, a majority of the students indicated that reading was not stressed on the test or discussed in class. Fifty-two per cent of the students indicated that they liked to read. Only twenty per cent of the students thought their teachers liked to read. Implications are drawn out as to the teacher as an adult reading model.

Vacca, R.T. Readiness to read content area assignments. Journal of Reading, 1977, 20, 387-392.

Vacca discusses Herber's framework for content reading consisting of motivation, background, purpose, direction, and language development. He critiques the structured overview based on research concerning advanced organizers.

Vacca, R. T. The development of a functional reading strategy: Implications for content area instruction. The Journal of Educational Research, 1975, 69, 108-112.

The authhor disucsses a study designed to assess the effectiveness of content reading strategies as opposed to reading skill instruction. Reading teachers introduced patterns of writing, gave examples of sentence and paragraph construction, gave practice in identifying reading signals, and provided opportunities for reading at varying rates and purposes. The Social Studies teachers assisted students in interpreting the author's organization. Significant differences were found in the ability to recognize organization, acquisition of content, and Social Studies reading achievement. No significant differences were found in general reading comprehension.

Vaughan, J.L. Jr. A scale to measure attitudes toward teaching reading in content classrooms. Journal of Reading, 1977, 20, 605-609.

The author presents a Likert scale with both positive and negative items. Examples of items are:

1. A content area teacher is obliged to help students improve their reading ability.
2. Content area teachers should be familiar with theoretical concepts of the reading process. (p. 607).

Content Area Reading: Specific Subject Strategies

Carney, J. J. & Losinger, W. Reading and content in technical-vocational education. Journal of Reading, 1976, 20, 14-17.

The authors report the results of a study; wherein, the experimental group received specific direction in reading an automotive mechanics text in their English class. The experimental group evidenced more retention, but a significant difference was not found.

Carter, G. S. & Simpson, R. D. Science and reading: A basic duo. The Science Teacher, 1978, 45, 19-21.

Practical suggestions are given for finding suitable material and determining readability. Sample questions are given for an Informal Group Reading Inventory. Activities are suggested for vocabulary development. Three levels of comprehension are discussed, and a chart of science processes with corresponding reading skills is given.

Corwin, S. K. Art as a tool for learning. School Arts, 1978, 77, 34-36.

The article presents research data on the Reading Improvement Through Art (RITA) Program of the New York State Department of Education. Twenty-five students with reading achievement scores reflecting a discrepancy of two years below grade level were given forty minutes of art instruction daily. The art teacher used language experience techniques. The reading teacher prepared daily skill building exercises based on the art experiences. Ninth grade students evidenced 1.06 years gain in reading achievement during a four month period. Tenth grade students evidenced a gain of .79 years gain.

Davis, J. B. Improving reading and the teaching of science. The Clearing House, 1977, 50, 390-392.

Suggestions are given for the use of written laboratory instructions. Techniques for the improvement of comprehension such as stimulating interest, relating to previous experience, identifying difficult words/ concepts are given. The use of films, context cues, language structure, and previewing strategies are suggested for vocabulary development.

Hash, R. J. & Bailey, M. B. A classroom strategy: Improving social studies comprehension. Social Education, 1978, 42, 24-26.

The authors discuss an adaptation of Herber's study guide on the literal, interpretive, and applied levels. Steps for the construction of the guide and examples are given. A procedure is suggested that the student respond first on an

individual basis and then meet in a small group for discussion and consensus.

Knight, L. N. & Hargis, C. H. Math language ability: Its relationship to reading in math. Language Arts, 1977, 54, 423-428.

The language base needed to read in the math area is disucssed. The grammar of one to one correspondence, the noun phrase, and the use of comparative constructions is emphasized.

Pietras, T. Teaching high school literature: A reading skills approach. English Journal, 1976, 65, 44-47.

A procedure for the Directed Reading Lesson is described. The steps include the introduction to vocabulary, purposes for reading, oral reading for interpretation, discussion, and evaluation.

Rabianski, N. How to encourage the unwilling reader of fiction. English Journal, 1977, 66, 64-69.

The author describes a rural ninth and tenth grade student population. Suggestions are given for the use of short stories, scripts and paperbacks.

Rader, W. D. Improving critical reading through consumer education. Social Education , 1978, 42, 18-20.

Techniques used in advertising and descriptive examples are given. The areas discussed are intensify/downplay, association, composition, omission, diversion, and confusion.

Roberts, D. E. The two-ended candle: Reading and english. English Journal, 1978, 67, 54-56.

The English teacher's role in vocabulary development, background exploration, and author's organization is discussed. The trend toward phase elective scheduling is seen as a way to build reading units into the curriculum.

Rowell, G. G. Vocabulary development in the social studies. Social Education, 1978, 42, 10-14.

Strategies to develop Social Studies vocabulary are explained and examples of classroom activities are given. Classification, cloze, enrichment reading, dictionary usage, and gaming strategies are included.

Schulteis, R. A. & Napoli, K. Strategies for helping poor readers in business subjects. Business Education Forum, 1975, 30, 5-11.

The authors contend that sixty per cent of current bookkeeping textbooks are written at levels to difficult for students to understand. The simplification approach is defined as designing materials with new terms explained in the narrative, language reflecting a conversational tone, and illustrations presenting new terms. Obviously, this requires much effort on the part of the instructor. The improvement approach is explained to deal with the realities of "what is" . Vocabulary development through visual imagery and drill as well as textbook organization skills are explored.

White, R. H. Reading skills in the english class. The Clearing House, 1977, 51, 32-35.

A combination of a free reading center, interest inventory procedure, thematic units, and specific reading skill instruction are proposed for the English class. A management schedule is suggested.

Issues in Secondary Reading: The Content Teacher's Responsibility

Drake, S. V. Why should secondary schools be concerned with reading? National Association of Secondary School Principals Bulletin, 1976, 60, 16-19.

Secondary teachers may be expected to assume responsibilities of estimating readability, setting realistic purposes, establishing readiness, developing vocabulary, formulating higher level questions, improving reading habits, and assisting individual students.

Price, R. D. Teaching reading is not the job of the social studies teacher. Social Education, 1978, 42, 312, 314-315.

The author argues that the crisis in reading is not common just to the Social Studies area. He feels that the objectives of reading and Social Studies are very different. It is possible for students to participate in Social Studies through filmstrips, records, and class discussion; wherein, they might be turned off through the frustration of reading to obtain all information.

Taylor, B. L. Teaching reading is part of the social studies teacher's job. Social Education, 1978, 42, 313, 315-317.

The author emphasizes the interactions of vocabulary load and the inquiry approach as an argument for reading skill instruction.

Not only must a student learn new shades of meaning for a familiar term, but also, he must be able to use many sources to solve problems and to form generalizations. Suggestions for the teacher include the determination of student and textbook reading levels, the provision of supplementary materials, and the recognition of the importance of motivation.

Toback, A. S. Secondary teachers can teach reading. The Clearing House, 1976, 49, 248-249.

Two common myths prevail. They are that reading should take place in the elementary classroom, and only students with reading problems need help. Ten positive suggestions are given for secondary teachers.

Issues in Secondary Reading: Literacy and Competency

Algra, C. Meeting the challenge of a minimum reading graduation requirement. Journal of Reading, 1978, 21, 392-397.

A description is given as to how minimal competency was determined for the Kerr High School District, Bakersfield, California. Requirements of career choices and community performance was investigated. The test was based upon newspaper reading. The test was given to secondary students and to a community group. The results were analyzed, and a cut-off competency score was established.

Erickson, J. E. (Ed.). Reading comprehension and the high school graduate. In the National Institute of Education, Conference on Reading. Washington, D.C.: U.S. Department of Health, Education, and Welfare, NIE Contract- P-77-0145, March, 1978.

Many students have not developed skills in reading, writing, and study to permit college success. The question of appropriate intervention strategies is raised. The new population of college students contains many "firsts" in the family to attend an institution of higher learning. The possibility of negative self concepts is raised. Areas are indicated for needed research on college students.

Resnick, D. P. & Resnick, L. B. The nature of literacy: An historical exploration. Harvard Educational Review, 1977, 47, 370-385.

The authors argue that the back to basics approach will not be the solution to the present objective to obtain a high degree of literacy for the entire population. The definition of literacy has come to mean the ability to read common texts such as the newspaper and manuals along with using the information gained. (p. 385).

Shuman, R. B. Of course he can read: He's in high school. Journal of Reading, 1975, 19, 36-42.

A discussion of the functionally illiterate with emphasis on the two causes is given. The author cites disability and disinterest as the two critical factors. With compulsory education legislation, both types of students may be found in the secondary classroom. Suggestions are given to assist the disabled reader through

encouragement, adjustment in work load, and extension of thinking skills. The author, also, introduces an element of realism through statements such as people have been trying unsuccessfully to get this student to read. (p. 40).

Secondary Reading Problems

Breada, W. B. Confronting reading problems in senior high. National Association of Secondary School Principals Bulletin, 1976, 60, 114.

The author describes a situation where a reading consultant was hired as a campus resource person for the faculty. Remediation, provision of materials, and diagnosis were the major tasks of the reading consultant.

Chase, N. C. Special problems in reading in secondary schools. In R. Karlin et al (Eds.). Reading Instruction in Secondary Schools. Newark: International Reading Association, 1964.

Problems defined include interest, materials and teacher skills. Suggestions for improvement include teacher interest through his/her own reading and through knowledge of student interests. Broad themes and relationship to life goals should be stressed.

Lamberg, W. Helping reluctant readers help themselves: Interest inventories. English Journal, 1977, 66, 40-44.

It is important to share responsibility with the student. Through interest inventories, it is possible to assess student preferences, but this must be done on several occasions as attitudes change. Suggestions are given on the construction of an inventory.

Lampert, K. & Saunders, E. Readers and non-readers: What's the difference? English Journal, 1976, 65, 34-38.

The results of a survey given to 340 secondary students indicate that 50% of the students read newspapers, magazines, and novels occasionally while 30% of the students claimed that they did not read books. Students who were designated as readers reported being read to as a child and preferred reading more lengthy materials. Skilled non-readers indicated that the best learning came from oral explanation. The survey was conducted in affluent area west of Boston.

Mason, G. E. & Mize, J. M. Twenty-two sets of methods and materials to stimulate teenage reading. Journal of Reading, 1978, 21, 735-741.

The authors attend to the problem of encouraging students to use their reading skills beyond textbook reading. The methods described are interesting, and specific materials are given.

Secondary Reading Programs

Bullerman, M. & Franco, E. J. Teach content material but teach reading, too! Journal of Reading, 1975, 19, 20-23.

A teacher training program in Hillsborough County, Florida is described. Workshops are provided on the literal, interpretive, and applied levels of comprehension, directed reading techniques, and study guide construction.

Criscuolo, N. P. & Rossman, J. F. A fresh look at secondary reading. The Clearing House, 1977, 50, 366-368.

Programs using the school library, paired instruction,

musical lyrics, uninterrupted sustained silent reading, film, paperbacks, television scripts, contracts, and in-service offerings are highlighted. The authors conclude that successful programs use interesting materials, personalize instruction, intersperse reading skill instruction into an interdisciplinary framework, minimize competition, consider student background/life style, and allow opportunity for wide reading.

Devan, S. Strategies for resource teachers in the high school. Journal of Reading, 1978, 21, 131-134.

Recommendations are given to the resource teacher on the provision of support to content area teachers. Strategies suggested for classroom implementation should be simple and workable. Realistic predictions for the success of a strategy is a must. The resource teacher may assist through the initial lesson and follow-up, the stating of objectives, and the preparation of multilevel study or reaction guides.

Means, H. J. Nine years of individualized reading. Journal of Reading, 1976, 20, 144-149.

A program from Cleveland, Ohio is described. The students select books and are given time to read each day. The mean number of books read in six semesters is 11.7 books. The most popular book titles are given.

Pavlik, R. A. Improving reading and writing in the content fields: High schools and colleges can cooperate. Journal of Reading, 1978, 21, 590-592.

A cooperative program between the University of Northern

Colorado at Greely and secondary schools is described. The program is now in the second year of a projected seven year duration. Workshops are given on the common language needs of content areas, thinking processes, and the construction of informal instruments for evaluation.

Peters, C. W. How to get more comprehensive reading programs at the secondary level. Journal of Reading, 1977, 20, 513-519.

The traditional types of secondary reading programs include remedial approaches, developmental approaches, content approaches, and combinations of the three approaches. The author critiques the content approach by indicating that few content teachers have a systematic way of incorporating reading skills and usually do not communicate with a resource person on a regular basis. Guidelines are give for the assessment of the effective resource person.

Stone, C. A reading program for the high school. National Association for Secondary School Principals Bulletin, 1978, 62, 121-122.

The author describes the use of the Random House High Intensity Training (HIT) System in Highland Park, Michigan.

Vaughan, J. L. Jr. Reading teachers need to teach content. Journal of Reading, 1978, 21, 202-204.

The author suggests that learning is a three phase process including anticipation, interaction, and synthesis. (p. 202). The transfer of skills from reading class to the content area is the crux. Suggestions are given as to how this might be done.

Secondary Reading Skills

Cahn, L. D. Promoting critical reading, intelligent behavior in the secondary school. National Association of Secondary School Principals Bulletin, 1977, 61, 89-92.

Approaches to developing student ability to read technical and legal information are presented. Experiences for problem solving and evaluative thinking are described.

Herber, H. L. Developing study skills in secondary schools: An overview. In H. L. Herber (Ed.). Developing Study Skills in Secondary Schools. Newark: International Reading Association, 1965.

Herber defines three areas of reading and thinking skills contributing to effective study strategies. They are the receptive, reflective, and expressive areas. The receptive area includes determining word meaning, adjusting reading rate, identifying main ideas, and sequencing directions. Reacting to reading material by interpreting, predicting, and concluding typifies the reflective area. The expressive area is comprised of those skills necessary to organize knowledge.

Jan-Tausch, E. Teaching developmental reading in the secondary school. In R. Karlin et al. (Eds.). Reading Instruction in Secondary Schools. Newark: International Reading Association, 1964.

Long range goals related to critical thinking, mastery of content language, vocabulary development, work-study skills, reading rate, and mature reading are identified. Examples are given as to the methods and materials available to implement the goals.

Kahn, N. B. Using analogies to help students become more versatile readers. The Clearing House, 1978, 51, 329-334.

The author stresses teaching the secondary reader to become more flexible in reading different kinds of materials, to become evaluative of reading materials, and to practice reading of varied selections. Examples are given on how to use analogies to improve reading of various types of materials.

Mertz, M. P. Understanding the adolescent reader. Education Digest, 1975, 41, 55-58.

Four factors affect the adolescent's progress in the secondary school. They are the impact of puberty, the transition to formal operations in thinking, the establishment of relationships, and the development of values. The author explores these factors and suggests ways in which the school can deal with them in a positive manner.

Palmer, W. S. Teaching reading for power: Cognitively, creatively, and analytically. English Journal, 1976, 65, 39-43.

The affective domain may be stressed in creative reading through the use of emotions, attitudes, interests, values, and personal involvement. In reading literature, it is possible to incorporate personal involvement, and the author gives suggestions.

Smith, C. B. Teaching reading in the secondary school. Educational Leadership, 1976, 33, 509-512.

Teacher bias is seen as a stumbling block to the effective improvement of reading skills in all areas. Bookthinking is stressed with students acquiring abilities to develop vocabulary,

to recall significant points, to analyze reading material, and to evaluate ideas as well as to extend ideas beyond the text.

Turner, T. N. Critical reading as a values clarification process. Language Arts, 1977, 54, 909-912.

The crux of the critical reading process is seen as the sensing of the relationship of one's own system of values to those found in the reading material. The author suggests questioning strategies to heighten awareness.

Vaughan, J. L. Jr. & Gaus, P. J. Secondary reading inventory: A modest proposal. Journal of Reading, 1978, 21, 716-720.

The authors suggest a new type of informal reading inventory for secondary students by citing that oral reading and word pronunciation does not measure the secondary student's skills. A test is described with sections on comprehension of varying types, vocabulary development, key cues in content areas, and adjustment to different materials. Guidelines are given to the construction of a multilevel secondary informal reading inventory.

Secondary Reading Textbooks for Teacher Preparation

Auckerman, R. C. Reading in the secondary school. New York: McGraw-Hill, Inc., 1972.

The text presents topics on assessing readability, surveying textbooks, and teaching specific skills in content reading. A chapter is included for each secondary content area with detailed descriptions and examples of teaching procedures.

Burmeister, L. E. Reading strategies for secondary school teachers. Reading, Massachusetts: Addison-Wesley Publishing Company, 1974.

The text focuses upon the development of vocabulary, literal comprehension, interpretation, application, analysis, synthesis, and evaluation. The Directed Reading Activity is highlighted as a technique to strengthen content reading skills.

Davis, E. D. Teaching reading in the secondary school. Dubuque: Kendall/Hunt Publishing Company, 1976.

Attention is given to the organization of a reading program, the development of specific reading skills, and to the improvement of the disabled reader. Adequate use of examples of teaching practices are given along with the discussion of specific skills.

Herber, H. L. Teaching reading in content areas. Englewood Cliffs: Prentice-Hall, Inc., 1970.

Preparing for instruction with emphasis upon levels of comprehension, vocabulary, and individualization are presented. Detailed examples of reasoning guides for English, Social Studies, Math, and Science are given. An instructional framework of preparation, guidance, and independence is discussed.

Karlin, R. Teaching reading in high school. Second Edition. Indianapolis: The Bobbs-Merrill Company, Inc., 1972.

The text uses the focus of current reading problems in the United States of America as a starting point. The theory of the psychology of reading and learning is presented as well as a discussion of measurement and evaluation of reading achievement.

Olson, A. V. & Ames, W. S. Teaching reading skills in secondary schools. Scranton: Intext Educational Publishers. 1972.

The text includes topics on the organization of a reading program, the development of vocabulary, instructional strategies for comprehension skills, and a description of the directed reading activity. The reading interests of adolescents and meeting the needs of special groups are included.

Piercey, D. Reading activities in content areas. Boston: Allyn and Bacon, Inc., 1976.

Skill areas are presented with many activities to highlight each section. All of the content areas are included with teaching suggestions. The author states that good teaching practice includes identifying the skill, demonstrating how it operates, and providing time for practice.

Robinson, H. A. & Thomas, E. L. (Eds.). Fusing reading skills and content. Newark: International Reading Association, 1969.

A collection of articles on specific content areas including Home Economics, French, Typing, Math, Art, Physical Education, Music, Biology, Composition, Vocational Education, and Science is presented. Articles on the nature of critical reading , also, may be found. Reading is defined as having six components. They are word recognition, association of meaning with printed symbols, literal comprehension, interpretive comprehension, evaluative comprehension, and assimilation.

Robinson, H. A. Teaching reading and study strategies: The content areas. Boston: Allyn and Bacon, Inc., 1975.

The author explores evaluation procedures, readiness techniques, vocabulary strategies, and paragraph functions. Specific writing patterns and strategies are given for the content areas. Utilization through reaction to and critical evaluation of reading is stressed.

Shepherd, D. L. Comprehensive high school reading methods. Columbus: Charles E. Merrill Publishing Company, 1973.

The text includes a discussion of the interrelationships within the Language Arts area, a description of an English Group Reading Inventory, and an explanation of teaching strategies to develop the major skill areas. Grouping patterns based on reading level, need, research tasks, interests, social, guidance, duo or triplet, and tutorial are described.

Smith, C. B., Smith, S. L., & Mikulecky, L. Teaching reading in secondary school content subjects: A bookthinking process. New York: Holt, Rinehart, and Winston, 1978.

Bookthinking is defined as the ability to extract information and to interact with a written message. (p. v.). Each chapter contains examples and suggested resources. The thrust of the book is to assist the subject matter teacher through his/her content area and not to develop reading specialists. The mature reader is described as possessing a series of behaviors including automatic decoding processes, flexible responses to different types of materials, selection of appropriate strategies, elimination of

irrelevant material, and efficient decision making. Reading for the message and responding through the emotions as well as the intellect were further hallmarks of the mature reader. The area of student attitudes is explored with the Mikulecky Behavioral Adjustment Attitude Measure included.

Thomas, E. L. & Robinson, H. A. Improving reading in every class. Boston: Allyn and Bacon, Inc., 1977.

The text includes material on vocabulary and word attack skills, comprehension, rate, problem solving, topic development, and includes twelve chapters on specific content areas. In the chapter on problem solving and topic development, excellent questions are given to help the teacher to assess this student behavior.

West, G. B. Teaching reading skills in content areas: A practical guide to the construction of student exercises. Oviedo, Florida: Sandpiper Press, Inc., 1974.

A workbook approach is used to help the content area teacher to identify the skills needed for successful content reading. Emphasis is placed upon the construction of exercises based on a selected content area. Chapters are included on the nature of the reading process, readiness, vocabulary, reading comprehension, study guides, rate, testing, and readability.

Skill Materials for Secondary Students

Conlin, M. L. Vocabulary module, concepts in communication: Reading. Boston: Houghton Mifflin Company, 1978.

A student workbook with practice on context clues, structural

analysis, and vocabulary resources such as the dictionary, glossary, and index. Skills are applied to interesting reading contexts with emphasis on transference of skills to content areas.

Conlin, M. L. Ideas module, Inference module, Concepts in communication: Reading. Boston: Houghton Mifflin Company, 1978.

The Ideas Module contains exercises to stress previewing, selecting main ideas, reading sentences, outlining, paraphrasing, summarizing, and using study aids. The Inference Module deals with similes, metaphors, irony, allusions, examples, facts, and cause/effect. The workbook is designed to enhance critical reading skills. It is not to be used to provide assistance in remedial situations.

Fry, E. B. Skimming and scanning. Providence, Rhode Island: Jamestown Publishers, 1978.

The student manual contains lessons on skimming and scanning, practice exercises, and answers. The reading selections are interesting with materials from books such as Alive, Roots, and Centennial.

Hess, K. M., Shafer, R. E., & Morreau, L. E. Developing reading efficiency. New York: John Wiley & Sons, Inc., 1978.

Detailed examples and practice exercises are given on the skills of skimming, scanning, defining purposes, examining sources, reasoning, and using connotative language.

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Dishner, E. K. & Readence, J. E. Getting started: Using the textbook diagnostically. Reading World, 1977, 17, 36-43+.

Drake, S. V. Why should secondary schools be concerned with reading? National Association of Secondary School Principals Bulletin, 1976, 60, 16-19.

Erickson, S. E. (Ed.). Reading comprehension and the high school graduate. In the National Institute of Evaluation, Conference on Reading, U.S. Department of Health, Education, and Welfare, Contract NIE-P-77-0145, March, 1978.

Fry, E. B. Skimming & scanning. Providence, Rhode Island: Jamestown Publishers, 1978.

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